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ABSTRACT

This 4-H manual provides instructions and materials for a consumer education activity. It contains a wide range of activities and learning opportunities for a hypothetical buying situation with several choices or alternatives provided. The manual is designed to teach the participant how to rank the choices and develop oral reasons for that ranking. Information on how the contest works and prizes are awarded appears first. Next, the manual covers what influences reasons for making a purchase, including factors that influence wants or desires and help create a lifestyle. Informational material is also provided on the following: places to shop, information on products available, sources of information on products, why people shop where they do, the decision making process, skills needed in judging, the basic principles of judging, and steps in judging which are: information, observation, comparison, and conclusion. A sample judging card is then provided along with instructions for its use. The next section of the manual provides materials on preparing and presenting oral reason. Important points in giving reasons include: accuracy, organization, delivery, completeness, length, and terms. An example of how to make notes when preparing and giving reasons follows. Also included are a reasons worksheet, reasons score guide, examples and samples, and analysis of a situation statement. (YLB)

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ED 371 125

CONSUMER JUDGING

Teaching Decision-Making
Skills In The Marketplace

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4-H MANUAL
For Grade Levels 4-12
MARCH 1991

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Consumer Judging

Teaching Decision-Making Skills in the Marketplace

A 4-H Consumer Education Activity / Sponsored by Coats and Clark

Welcome to the 4-H Consumer Judging activity! This 4-H activity will provide you with a wide range of activities and learning opportunities that can help you to develop many important life skills.

4-H offers you a vast number of activities which can enable you to develop the following skills needed for daily living. You can learn to:

* Make knowledgeable, rational decisions when purchasing goods and services.

* Select and use goods and services to meet personal needs and reflect lifestyles, goals, values, and resources.

* Act as an informed citizen with an understanding of consumer rights and responsibilities.

* Communicate justification of consumer choices and decisions in a logical and articulate manner.

You're a consumer judge everytime you buy something. You probably don't have as much money to spend as you would like. This means you have to make some consumer decisions. Learning to identify wants and needs and how to obtain information about consumer goods will help you be a wise and selective buyer.

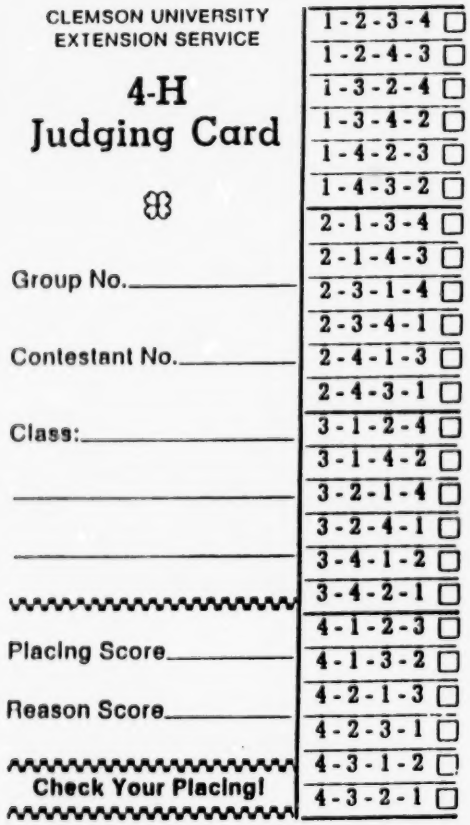
Whenever we make a decision, we have more than one choice or alternative from which to select. It's necessary to compare the choices in order to select the item best suited to our need or situation. Seldom is one alternative perfect or another alternative all bad. We usually have to weigh the importance of one item's strengths and weaknesses against another item's strengths and weaknesses. We must compare and make a decision based on our individual needs and resources.

4-H Consumer Judging is a hypothetical buying situation with several choices or alternatives provided. A **situation** statement gives the problem, the intended use, resources available, personal preferences, needs, etc... Use the situation statement to identify the standards to consider in judging the class. It is not possible to consider every standard in a short period of time.

HOW THE CONTEST WORKS

To participate in the contest, 4-H'ers will judge four classes of consumer goods and give reasons on one specified class. (Ex. the four classes might be clothing, electronics, foods, and toys. Within each class there will be a set of four items, i.e. 4 t-shirts, 4 radios, 4 pizzas, and 4 stuffed animals.) Ten minutes will be allowed to judge each class and two minutes will be allowed to give oral reasons.

For each class, you read the situation statement, examine the four items and make a decision on the placing. You should rank the items in order from best to worst choice; then mark the placing on a standard judging contest card.



RECOGNITION

You receive an individual score and are eligible to compete for the contest's high individual awards for Juniors and for Seniors.

Junior and Senior divisions also have a high county team award. To compete for this recognition, your county must have a minimum of three Junior contestants or three Senior contestants. The three highest scoring Junior or Senior 4-H'ers score make up the county's team in each age division.

AWARDS

The following awards will be presented:

Individual

Junior
- Winner.....Plaque
- Runner-up.....Plaque

Senior
- Winner.....Trip to Chicago
- Runner-up.....Plaque

Team

Junior
- Winner.....Plaque
- Runner-up.....Plaque

Senior
- Winner.....Trip to Merchandise Mart
- Runner-up.....Plaque

MAKING CONSUMER DECISIONS

Decisions, decisions! Everyday we all make choices, for better or for worse. Sometimes it really doesn't make that much difference even if the wrong decision is made. For instance, if you decide to try a new candy bar that isn't exactly the greatest flavor, you haven't lost too much. But, let's say you buy a new bicycle with money you saved during the summer doing odd jobs. That's an important decision and you don't want to make a mistake. You need to be a **qualified consumer judge**. What does it take? Well, it takes thinking, inquiring and evaluating.

We've designed this manual to help you learn how to make wise consumer decisions. Begin by looking at what influences your reasons for making a purchase.

NEEDS VERSUS WANTS

The best decisions are made when you consider your needs first. There are **basic human needs** that are essential to each of us:

- $ Survival
  - food, clothing, shelter.
- $ Safety and Security
  - physical, economic.
- $ Social Needs
  - a sense of belonging.
- $ Self-esteem
  - sense of self-respect, worthiness.
- $ Fulfillment
  - use of talents and creativity; meeting goals through your own efforts.

On the other hand, we all have **wants or desires**. Several factors influence our wants or desires and help create our own lifestyle. These go beyond basic needs and result in personal preferences that we develop as we live our lives:

$ VALUES - Those ideas that are important to us.

$ GOALS - The aims or purposes that we decide to pursue. They may be **long-term goals** (to be achieved in 15 or more years) or **short-term goals** (those goals we want to achieve in 5 years or less).

$ AGE AND SEX - Your age determines many of your interests. Preferences are also different between boys and girls.

$ CULTURAL BACKGROUND - Various cultures develop preferences for clothing, food, music, etc.

$ FAMILY INFLUENCE - Preferences often develop as a result of family heritage and opinions of family members. These preferences can often be beneficial because they are usually based on previous experiences. Opinions are given with your genuine interest in mind.

$ PEER PRESSURE - Peer pressure may increase the need for self-esteem and the desire to belong. Often this need is met by purchasing status symbols which imply financial success.

$ ADVERTISING - Decisions are greatly influenced by ads which seem to meet your own needs and desires. Some are "image builders". These are ads which use famous movie or TV stars to endorse products. When you buy those products, you feel better about yourself because a certain famous person used it. Some use "association" with famous people, such as sports stars. For instance, if you eat a certain cereal, you'll become strong like a popular athlete. Some build on "snob appeal", where only the best will do for you. And others use the "down-home" strategy, appealing to a natural lifestyle, no frills person.

As you can see, there are quite a few influences which

create desires beyond your basic needs. It's very easy to make ourselves believe that some of our wants are truly our needs. This is called "rationalization". Think about each of these influences before you make a decision and realize the impact they have upon your own wants and desires.

Consider Your Options Before You Buy

The market place is full of a seemingly endless number of choices available to you. Even the type places to shop seem almost endless. Before you make a decision on a product, consider the various places to shop first. Some of these include:

$ Department Stores
$ Variety Stores
$ Discount Stores
$ Specialty Shops
$ Shopping Centers/Malls
$ Factory Outlets
$ Mail-Order Catalogs
$ Home Parties
$ Classified Newspaper Ads
$ Garage/Yard Sales
$ Second-Hand Merchandise Stores
$ Convenience Stores
$ Door-To-Door Salesmen

When you have considered a purchase and identified places to shop, then it's time to gather information on the various products available in order to do some comparisons. Some points to inquire about are:

$ QUALITY - Check construction, features, etc.
$ COST - Compare between stores and between products.
$ AVAILABILITY - Check to see if it is in stock or will have to be ordered.
$ READY TO USE OR SOME ASSEMBLY REQUIRED - What skills does it take if assembly is required? Is other equipment needed to make it usable?
$ WARRANTY/GUARANTEE - Is it full or limited? A warranty should not be verbal, but written. A full warranty means that a defective product will be repaired or replaced without charge to the consumer. A limited warranty covers only parts spelled out in the warranty itself.
$ REPUTATION OF DEALER - Is the dealer knowledgeable about the product? Well respected?

Sources of Information on Products

To find out the most you can about the products you're comparing, consider these sources for possible information:

$ Family/friends
$ Advertising
$ Informational Product Brochures
$ Catalogs
$ Magazine/Newspaper Articles
$ Stores
$ Warranties/Guarantees
$ Seals of Approval
$ Manufacturers
$ Consumer Product-Testing Organizations (Consumers Union which publishes CONSUMER REPORTS and Consumer Research which publishes CONSUMER RESEARCH MAGAZINE.

$ - Seals of approval, such as UL (Underwriters Laboratory), AGA (American Gas Association), and AHAM (Association of Home Appliance Manufacturers) are given to products which meet certain standards set by industries or other private organizations.

WHY DO PEOPLE SHOP WHERE THEY DO?

$ PRICES - Some people choose a store because of its low prices. They hunt for bargains.
$ TIME - Some shoppers choose a store because they get in and out quickly.
$ CONVENIENCE - Some shoppers choose a store because of its convenient, easy to reach location.
$ SERVICE - Courteous and friendly service is the reason why many people shop where they do.
$ STATUS - Prestige or status is important to some shoppers who need reassurance about their taste.
$ CREDIT - Some shoppers choose to shop at stores where they can use credit or cash checks.
$ INDIVIDUALITY - Some people will go out of their way to find unique or unusual items.

DECISIONS! DECISIONS!
HERE'S HOW TO MAKE THEM

THE DECISION MAKING PROCESS	CONSUMER JUDGING	A SPECIFIC 4-H CONSUMER JUDGING ACTIVITY
1. Observe and identify the problem	1. Identify the consumer problem	1. I'm to judge a class of shirts.
2. Analyze the problem.	2. Study the problem to see the important factors to be considered.	2. What important factors need to be considered for the consumer problem situation? Quality, price, style, appropriateness, and care required are all some things to think about.
3. Decide on the available courses of action (the alternatives).	3. Study the possible consumer alternatives.	3. The alternatives for this class are: (1) an all-nylon shirt - $5.95 (2) a 65% polyester/35% cotton shirt with a permanent press finish - $10.00 (3) an 85% cotton/15% polyester shirt with a permanent press finish - $10.00 (4) an all cotton shirt - $22.(
4. Weight the alternatives and choose a particular course of action based on your knowledge, the available alternatives, and the resources available.	4. Compare the items.	4. When considering quality, price style, appropriateness and care required, shirt #2 seems to be the best buy for the situation.
5. Make decision.	5. Choose the best alternative based on your knowledge, the resources, and the available alternatives.	5. "I place this class of shirts 2-1-3-4 for the following reasons..."

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YOU BE THE JUDGE

You use your best judgement everytime you make a purchase consciously or unconsciously, weighing factors like time, energy, price, quality and need. You decide how important each of these factors are and compare the weight of each factor to make your decision. In judging you do the same thing. You learn standards of quality for goods and services and then practice making comparisons. The more you practice, the easier judging becomes. Most judging champions say that once you learn to be a good judge, you can judge anything if you know the criteria and the terms for the category.

Consumer judging teaches the principles and methods of evaluating goods and services. These skills are used daily by any person who makes a purchase or chooses a service. Training in consumer judging can help you become a better consumer right now. And it's a skill you'll use all your life.

Future success can hinge on the ability to make the right decision at the time. Judging helps develop life skills in decision making, organizing thoughts and defending decisions orally. Practice in making decisions and supporting them with oral reasons gives you training in problem solving and decision-making you'll always need. The practice you get in thinking and talking in front of people when you give oral reasons has lifetime benefits, too.

Judging helps you develop:

1. Decision making skills through study to gain knowledge of subject and application of decision-making process and recognition of standards of quality.

2. Self-confidence and skills in verbal expression through identifying reasons for choices made, using language of comparison, organizing thoughts and ideas in logical order, thinking and speaking spontaneously.

3. Consumer skills that carry over into other projects and everyday life.

To become a good consumer judge you must learn how to develop:

- $ A clear, definite idea or mental picture of characteristics of items.
- $ Quick and accurate observation skills.
- $ Sound judgement - ability to weigh and evaluate what you see objectively.
- $ Courage and honesty.
- $ A desire to excel.
- $ Ability to give good reasons.

JUDGING HOW-TO

In judging you learn one thing at a time in small steps. It's easier to learn if you understand what you are doing. Practice makes learning easier. First recognize and appreciate the characteristics of the item. This study fixes an image of the ideal item in your mind. Judging practice forces you to expand your observation skills. You also learn how to become a better decision maker.

The basic principles of judging are the same for any item, even though characteristics may vary for each. Look for the strong and weak points of each item. This helps to form a habit of seeing the same characteristics in other problems. There is no substitute for a mind trained to see all sides of a problem. An able judge is always objective, free of prejudice and considers only the facts. An honest appraisal of the differences between items and a decision based on sound reasons are the heart of judging.

Your first judging experience may have been so long ago that you can't recall it. When was the last

time that you selected a favorite item from among several choices?

In judging you do your own work and learn to depend on your own judgement, not someone else's. As you develop confidence in yourself, others will have confidence in you, too.

There are several steps in judging:

1. INFORMATION

Be totally informed about the intended use of the item you evaluate. Learn the parts and their correct names, so that you can use them when making comparisons and giving reasons. Be aware of the relative economic differences between characteristics of each item. Compare the advantages and disadvantages different features offer the consumer.

Now you're ready to begin judging a class. Four items make up a class. The situation statement for the class will help you determine the needs of that consumer.

2. OBSERVATION

Take your first look at a class from a distance to get a clear overview of the whole class. Look for something that stands out. Then examine the items closer, individually. Observe each item carefully and evaluate how it meets or fails to meet the requirements necessary for the situation given. As you examine the items, make a mental picture of each.

3. COMPARISON

When you judge a class of items, you really should have five items in mind: the four in the class and the ideal item for the person in the situation statement. Recall the most desirable features of the items you have seen, then compare each item with others in the class to establish differences and similarities.

A class of four items may be divided several ways: an obvious top pair, an obvious middle pair or an obvious bottom pair; an obvious top item or an obvious bottom item; all may fall into place.

Next, make your decision. Try to "break" the class by finding the easiest placing first. It could be the top item or the bottom one or an obvious top, bottom, or middle pair. Don't try to place it on little things; look for the big differences that affect use and cost.

When you have selected the top item, then place the others in order as they measure up to the top one.

4. CONCLUSION

Arrive at a logical ranking for the items based on the relative merit of usefulness to the situation given. Rank the items assigning them 1st, 2nd, 3rd and 4th places in the order you feel that they would meet the criteria established in the situation statement. Ask yourself:

- $ Were there differences and similarities to note for each pair?
- $ Are there enough points to justify your placing?
- $ Did you change your placing after you began taking notes?

Developing a routine to gather information needed to place a class makes judging much easier. It does take some time and practice to develop this skill.

To help you learn how to place a class here are some ways to evaluate items:

- $ Take a quick look at each item and write down a placing based on your first impression. Many times first impressions are the best ones. Stick with yours unless close inspection gives you good reasons to change. If

the class has an easy (close) top or bottom pair, note it and spend more time on the more difficult placings.

$ Note each item. Spend about one minute per item and make notes of outstanding or detracting characteristics. Then place the items according to your close inspection. Compare your two placings. What did you notice on close inspection your that reinforced your first decision or changed your mind?

$ Place the class based on the situation characteristics required. Spend about one minute per item comparing the characteristics an item offers to meet the characteristics required for the situation. Then place the class based on these findings. Compare this placing with the other two. What did you see that reinforced your decision or changed your mind?

$ Spend a few minutes taking notes on the class based on your total placing. Write a brief description of each item in order to recall the class, two to four definite differences in each pair and a list of all grants.

JUDGING CARD

After you judge a class, the next step is to mark your placing on the official judging card. The card has the class number and your assigned contest number. Add your county's name. They mark your placing on the correct card by circling the one group of four numbers that has the same four numbers as your placing. As you leave the class, hand the card to the group leader. For reasons classes make sure that the placing you mark is identical to the placing in your notes. Here's a sample judging card.

CLEMSON UNIVERSITY
EXTENSION SERVICE

4-H
Judging Card

Group No._____

Contestant No._____

Class:_____

_____

_____

Placing Score_____

Reason Score_____

Check Your Placing!

1-2-3-4 ☐
1-2-4-3 ☐
1-3-2-4 ☐
1-3-4-2 ☐
1-4-2-3 ☐
1-4-3-2 ☐
2-1-3-4 ☐
2-1-4-3 ☐
2-3-1-4 ☐
2-3-4-1 ☐
2-4-1-3 ☐
2-4-3-1 ☐
3-1-2-4 ☐
3-1-4-2 ☐
3-2-1-4 ☐
3-2-4-1 ☐
3-4-1-2 ☐
3-4-2-1 ☐
4-1-2-3 ☐
4-1-3-2 ☐
4-2-1-3 ☐
4-2-3-1 ☐
4-3-1-2 ☐
4-3-2-1 ☐

PREPARING AND PRESENTING ORAL REASON

The good judges are separated from the lucky guessers when reasons are given. Oral reasons are the most valuable part of judging because they help build confidence and develop skill to think and speak while on your feet.

The purpose of giving reasons is to convince the judge that you saw and evaluated the class correctly. Tell why you placed one item over another, and explain where and how one item is better than another using comparative terms.

Giving reasons may be the hardest part of judging, but the experience provides lifetime benefits. Why give reasons?

$ To explain why you placed the class as you did
$ **to help you:**

- $ develop a system for analyzing a class.
- $ develop a system for judging consumer goods and services.
- $ get acquainted with consumer terminology.
- $ state your thoughts more clearly.
- $ improve speaking poise and presentation.
- $ develop self-confidence.
- $ improve your voice.
- $ develop your memory.

It takes some natural talent to give reasons, but it mostly takes skills you can develop with lots of practice:

$ accurate observation.
$ vocabulary of correct terms.
$ orderly system.
$ ability to talk in a pleasant and convincing manner.

A good judge must be able to explain the reasons for the placing. Reasons should be accurate, organized, clear, complete, concise, interesting, sincere and presented in a pleasing and confident manner. Important points in giving reasons include:

ACCURACY is the most important part of giving reasons. A good set of reasons are worthless if the information presented is wrong. Tell exactly what you saw. Accurate comparisons convince the listener that you understood the class. You can make perfectly accurate comparisons even when your placing does not agree with the official. Do not say anything that is not true. Do not use a set of "canned" reasons.

ORGANIZATION is putting information in a logical order. Bring out major and general points first. Use a system in organizing and giving reasons. Your system will be determined by the way you placed the class and why. Was there a definite top and bottom item and a close middle pair? Or, was there a definite top pair and a definite bottom pair? Get to the point without repetition. Reasons should be organized, but not memorized. Train yourself to retain a mental picture of the items and the good and bad points of each.

DELIVERY is your ability to present your reasons in a pleasing, confident manner and to be easily understood and easily followed. Speak slowly and distinctly, but without hesitation. Use a conversational tone and speak loud enough to be heard. Speak with confidence and state reasons in complete sentences using correct grammar. Keep the judge interested in what you have to say. The value of your accuracy may be lost in poor presentation if most of what you say doesn't get through to the listener.

Stand several feet from the judge with feet slightly apart and hands behind your back. Look the

judge squarely in the eye, act with confidence and avoid distracting mannerisms.

Convincing delivery comes through many hours of hard work. Confidence, voice, posture and personal appearance combine to create a convincing image. These factors combined with accurate comparisons presented in an organized manner will help you become a good consumer judge.

COMPLETENESS is your ability to bring out all major good and bad points in your reasons. Avoid small points that may be close or controversial. Reasons should be brief; emphasize big things (make them impressive, interesting, and sincere). Present the differences first on each pair. Point out the differences only; do not describe them. Claim strong points that make one item superior to the other. Then grant the advantages of other items. Be concise and definite. Don't hunt for something else to say. If you can't remember, move on to the next pair.

Criticism of the top item is given last. Never start reasons by criticizing the first place. You may grant an advantage to the second place rather than criticize the first place. End reasons with a strong, but concise statement of why you placed the last item last followed by a repeat of the class placing.

LENGTH should be no more than two minutes. This is adequate time to give well-organized and properly presented reasons.

TERMS should be **simple**, understandable, **generally** accepted words used to describe consumer goods and services. Know what appropriate terms mean and use them correctly when giving reasons. You must have a good vocabulary of consumer-related terms to give a good set of reasons. Using incorrect terms detracts from the value of what you say. Use comparative terms when describing characteristics of one item in comparison with those of another.

Eliminate unnecessary words or phrases that add nothing but more words to reasons. Examples of extra or undesirable words and phrases follow.

Don't say **item...**
Instead **use specific name**

Don't say **I would like to see...**
Instead use **I criticize 2 because**

Don't say **kinds of; types...**
Instead **use specific name**

Don't say **number 2 over number 1...**
Instead use **2 over 1**

Don't say **it...**
Instead use **item number**

Don't say **lacks, an item lacks something...**
Instead use **the item is (point out fault)**

Don't say **in the order of 2 over 1...**
Instead use **2 over 1**

Don't say **I am placing...**
Instead use **I place**

Don't say **I am criticizing...**
Instead use **I criticize**

How good are your reasons? The judge will assess the value of your reasons based on appearance, delivery, proper use of terms, accuracy of statements and importance of points covered.

Organization is the key to effective communications. The organization of reasons determines how easy it is to follow what you say. In giving reasons a class of four items should be divided into top, middle and bottom pairs. Different systems can be used. Here is one way that is logical, clear and easy to use - based on a placing of 1-2-3-4.

1. State name of class and placing
   TOP PAIR
2. Reasons for placing 1 over 2, using comparative terms.
3. Grants for 2 over 1, pointing out advantages of 2 in comparative terms.
4. Criticisms of 2, using comparative or descriptive terms

   MIDDLE PAIR

5. Reasons for placing 2 over 3
6. Grants for 3 over 2
7. Criticisms of 3

   BOTTOM PAIR

8. Reasons for placing 3 over 4
9. Grants for 4 over
10. Criticisms of 4
11. Repeat class placing

PREPARE and GIVE REASONS

Giving reasons for your decisions is an important part of CONSUMER JUDGING. When you explain your placing, you're giving reasons. You will need to:

* have a clear picture of the entire class in mind.
* know the qualities or standards for the judged class.
* be able to compare the good and poor points for each choice.
* make notes and study them before giving reasons.

MAKING NOTES

Your reasons will be easier to develop if you follow an orderly system. Begin by making good notes. They should be short, simple and easy to use. Here is an example that will help you:

REASONS FOR PLACING	ADMIT OR GRANT	FAULTS
3/2 good quality for $ Easy enough to care for Good quality fabric Good construction Good features/details	2/3 same fiber content Similar care Cost $3 less	2 moderate quality, fabric and construction
2/4 good quality for $ Fairly good construction and fabric Good features/details	4/2 least expensive Good value Easiest care	4 needs touch-up ironing Poor quality fabric High polyester content Not non-absorbent May pill
4/1 more in line with budget Easiest to care for	1/4 best quality fabric Best construction Most comfortable	4 too expensive Must be starched and ironed or sent to laundry

REASONS WORKSHEET

Following this pattern, a sample class of reasons should be:

"I placed this class of _____, 1-2-3-4. In the top pair I placed 1 over 2 because 1 is _____

_____.

I grant 2 is _____

_____.

_____ is also

_____ than 2.

In the middle pair I placed 2 over 3 since 2 is _____

_____.

2 is _____

_____.

I admit that 3 is _____

_____ than 2.

Coming to my bottom pair, I placed 3 over 4 because 3 is _____

_____.

3 is _____

_____

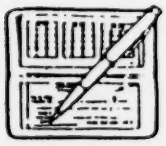
I put 4 **last because it is** _____

_____.

For these reasons (or therefore) I place this class of _____

_____, 1-2-3-4."

REASONS SCORE GUIDE



Total Possible Points = 50

CRITERIA	STANDARD SCORE
Accurate description	10
Complete descriptions	10
Correct terminology	5
Confident and convincing (good, sound reasoning)	5
Correct organization and format	5
Good grammar	5
Good delivery*	10*

*Penalties for Use of Notes *Maximum Penalty = 10

When notes are used, penalize according to the following scale:

	Minus
READING	-10
HEAVY USE	- 8
MEDIUM USE	- 6
LIGHT USE	- 4
NO USE	- 0

EXAMPLES and SAMPLES

Here's an example:

NUTRITIOUS SNACK

Situation:
Pat is planning to have an after-the-game party for some of his classmates and wants to serve fresh popped popcorn. He's planning to use his electric popper and needs to watch his costs carefully. Some of Pat's friends prefer no salt, and some want their popcorn salted.

Class Items:
1. Microwave Popcorn
   Betty Crocker - 3 bags @ $2.19
   for 24 cups popped.
2. Orville Redenbacher's Gourmet
   Popping Corn
   $2.79 for 30 oz. unpopped
   90 cups popped.
3. TV Time Popcorn
   $1.59 for 16 oz. unpopped
   44 cups popped.
4. Golden Flake Popcorn
   $1.39 for 10 cups popped.

Placing:
2-3-1-4

Reasons:
I place this class of popcorn 2-3-1-4. I placed 2 over 3 because 3 is more expensive than 2. I grant that both can be freshly popped in an electric popper and are unsalted. I place 3 over 1 because 1 is more expensive, already has salt and must be popped in a microwave oven. I placed 1 over 4 because 1 can be creshly popped. I place 4 last because 4 is not freshly popped, is the most expensive and is already salted. For these reasons I place this class of popcorn 2-3-1-4.

SAMPLE ITEMS YOU MIGHT JUDGE

What will you judge in competition? Here's a list of possibilities.

Food
___ snacks
___ restaurant menus
___ food items
___ TV dinners

Financial Services
___ checking accounts
___ savings accounts
___ credit cards
___ loans
___ investments

Business Machines
___ calculator
___ computer
___ typewriter

Transportation
___ automobile
___ tires
___ repair services
___ bicycle

Phone Services
___ long-distance services
___ telephone

Insurance
___ car
___ health
___ life

Travel Services
___ luggage
___ sunscreens
___ airfare
___ travel alarm clock

Housing
___ selection
___ renting
___ mortgages

Personal Care Products
___ hair dryer
___ travel iron
___ shampoo

Small Kitchen Appliances
___ popcorn popper
___ sandwich grill
___ toaster
___ blender

Sports Equipment
___ running shoes
___ baseball glove
___ sleeping bag
___ tennis racket
___ football
___ camera

Health Services
___ health fitness center
___ contact lenses
___ exercise equipment

Sound Equipment
___ radio
___ television
___ VCR
___ stereo
___ clock radio

NOW YOU MAKE A DECISION

ANALYZE THE SITUATION STATEMENT

Use the situation to determine standards. Read the situation statement carefully and list the three to five standards identified. If cost and construction are not included in the situation statements, add them. Below is a situation statement with standards identified. Read the situation statement, apply the decision making process and mark the 4-H Judging Card according to your decision.

Class 1

1. Use — Jimmy is a high school junior. He needs a shirt to wear **with jeans and casual pants.**

2. Brand conscious — Jimmy is very conscious of his appearance and wants to dress like **his classmates.** He had rather have fewer clothes with popular **brand names** than many clothes.

3. Money available (cost) — **He earns** the money to buy his clothes. It is an **adequate budget**, but not lavish.

4. Easy to care for - (care instructions & fiber content) — In addition, Jimmy is learning to care for his own clothing. He prefers clothes that **do not need pressing.**

5. Add construction to these standards